

THE EFFECTIVENESS OF TANDEM APPLICATION FOR SPEAKING



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ABSTRAK

CLAUDIA OKTAVIANI (H0119002) “Keefektifan Aplikasi Tandem untuk Penguasaan Berbicara”. **Tugas akhir, Majene: Program Sarjana Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Tandem terhadap penguasaan kemampuan berbicara dalam bahasa Inggris dan untuk mengeksplorasi persepsi siswa terhadap penggunaan aplikasi Tandem sebagai alat bantu dalam pembelajaran keterampilan berbicara pada siswa kelas XI SMA Negeri 2 Majene. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan test dan kuesioner sebagai instrumen pengumpulan data. Partisipan dalam penelitian ini adalah 45 siswa kelas XI.6 dan XI.7 dari SMA Negeri 2 Majene. Teknik analisis data dalam penelitian ini adalah uji normalitas, uji homogeneitas dan uji hipotesis. Pengujian hipotesis menggunakan rumus uji T-test. Hasil uji independen sampel T-test menunjukkan bahwa terdapat pengaruh yang signifikan dengan nilai $\text{sig (2-tailed)} = 0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima. Hasil kuesioner dari 22 siswa kelas XI.6 menunjukkan kategori positif berdasarkan nilai rata-rata yang diperoleh siswa yaitu 81.81%. Berdasarkan hasil tes dan kuesioner, dapat disimpulkan bahwa ada pengaruh penggunaan aplikasi Tandem sebagai media dalam penguasaan berbicara dalam bahasa Inggris siswa kelas XI.

Kata Kunci: Penguasaan Berbicara dalam Bahasa Inggris, Aplikasi Tandem

CHAPTER I

INTRODUCTION

A. Background

All people can speak understandably, but not all people can speak fluently and effectively. Some students are challenged with speaking English due to the fact that they are not natural English speakers. Numerous students of languages may find it challenging to communicate vocally. Leong et al., (2017) stated that students usually possess trouble communicating effectively in other languages. People refrain from speaking because they run into emotional challenges or struggle to find the appropriate words and emotions. They discovered that because their surroundings do not encourage them to speak English, speaking activities make them anxious. They are too hesitant when starting up a discussion in English and lack confidence when speaking.

Nowadays, it is important to be able to speak English as a communication skill in the context of globalization and global competition. According to Ilyosovna (2020), the language of science, aviation, computers, diplomacy, and tourism are English. Being fluent in English may increase the probability of getting an ideal position in an international company. Educational opportunities from many well-known Universities around the world use English as a medium of instruction. If we want to continue our education abroad or take part in a student exchange program, being fluent in English will help us achieve our dreams. In addition, access to global educational resources such as academic books and scientific articles is also easier if we are able to read in English.

Having good English skills makes it possible to connect with more people, broaden social networks, and gain new insights into other cultures and perspectives. “The ongoing advancement of science and technology has had a profound impact on how people live all around the world” (Sofyan, 2021). The English language is a global spoken language that is used to connect with

people all over the world and is now very necessary for everyone in every aspect of life, including jobs and education.

The competency standards for learning English include speaking, writing, listening, and reading. Aside from the other four language abilities, perhaps the most important and effective aspects of language proficiency is speaking. Leong et al., (2017) stated that speaking is one of the greatest crucial skills to master when trying to interact successfully. Speaking constitutes a single of the most difficult aspects when studying a language.

In the context of studying the English language, communicating is an example among those aspects learner often encounter difficulties. “Students tend to conceal their mistakes and weakness to protect them from being laughed at. As a result, they are unwilling to speak English. So, the less they practice, the less they improve their speaking skills and the more they are afraid of doing so” (Riadil, 2020b). Many students feel awkward, lack confidence, or have difficulty expressing their thoughts and ideas in English fluently and effectively. Many students have difficulty developing fluency and confidence when speaking the target language.

Mastering a foreign language is now a necessity for everyone, especially for those who wish to develop their education and career. The density of activities and the distance to language training institutions that are not close makes e-learning one of the right solutions for this problem. “English teachers use learning via the internet application stages significantly for teaching and learning. Furthermore, online learning platforms can be used as a strengthening tool to promote personalised learning” (Famularsih, 2020). In language learning, an example of this expansion is the emergence of various types of learning governance that can be utilized, one of which is the availability of various types of applications that can be used to learn English or connect with people from various countries to communicate with each other.

Today's innovations are increasingly creative by utilizing all available resources. The use of technology has begun to be developed in various fields, one of which is in the field of education. Naturally, in order to enter the

digital era, innovation uses digital media to keep up with advances. One of the developments that are currently used frequently as an education tool is social media. There are many learning media that can be used for distance learning “...these days, implementing an Android application that can help with English self-assessment in the age of technology” (Purbasari et al., 2019).

After the researcher observed at SMAN 2 Majene, one of the school's English teachers said that learning speaking skill in this school was lack because they used books too often to teach English so that it was too focused on reading. Then from the students, their speaking skill is lacking because they are also very deficient in vocabulary and lack of technology implementation in speaking practicing that can lead them to the real-life experience so students lack drive to talk and are unsure about what should be said while communicating in English.

However, there are other ways to help students become more fluent speakers, while another of these projects can be seen with the media program “Tandem: Language Exchange”. Tandem is a user-friendly language-learning project or platform. It supports the students’ skill and confidence development. This App allows students to communicate with native speakers or fellow English learners, so they can practice speaking in real contexts and get immediate feedback. Through features such as video or audio chat, users can help each other improve their speaking skills through hands-on practical exercises.

B. Problem Identification

In this study, the researcher identified issues that are relevant in the environment or areas that are the focus of research. An important first step is to clearly identify the problem being faced, so that later can formulate strategic steps to deal with it. With a deep understanding of the problem, the design is expected that this study would yield useful and meaningful solutions to improve quality and efficiency in the field studied.

The problems identified in this research are:

1. Lack of interest in studying: There are still many English language students who often find it difficult to start learning. Starting from easily bored while studying, or unable to concentrate.
2. Lack of speaking skills in language learning: Many students have difficulty developing fluency and confidence when speaking the target language. This can affect their overall communication skills.
3. Limited direct interaction with native or advanced speakers: Students may have limited access to direct interaction with native or advanced speakers of the language being studied. This can slow down their speech development process.

By identifying these problems, this study aims to provide further insight and understanding of how effective the Tandem Application can help students in learning speaking and overcome obstacles that may arise in its use.

C. Problem Limitation and Formulation

This research based on cases of indicators of students' speaking abilities during learning. The dominant problem found was students' lack of speaking skills. This research aims to analyse whether or not the Tandem Application is effective as a medium for students' learning in improving students' speaking skills.

The problem formulation for this study is as follows, taking into account the previously mentioned limitations:

1. Is the Tandem Application effective for improving students' speaking skill?
2. What are the students' perceptions of using Tandem as a speaking learning application?

By formulating these questions, this study aims to answer important aspects related to students' perceptions in using the Tandem application as well as the benefits and challenges they experience when using this application. Through quantitative approaches such as test and questionnaires of participant responses, this study aims to provide an understanding of

students' perspectives on how to apply the Tandem application to speaking skills.

D. Research Objectives

The aims of this research include:

1. To find out the effectiveness of Tandem Apps as a speaking learning application.
2. To explore students' perceptions about using the Tandem application as a tool in learning speaking.

E. Research Benefits

Both the researcher and the students gained from this study in various ways, include:

1. Improve Students' Perception Understanding

This study can be a recommendation for students to use a platform of speaking practice, which is in this case the Tandem application to practice students' speaking skill. It might provide fresh insight into exploring a variety of content which could aid in the English language learning process. It also provides details on the benefits of Tandem: Language Exchange Application, which pairs learners with native English speakers to support their English language study. This study will provide more information on how students perceive and assess the Tandem Application's value for improving their speaking abilities.

2. Contribution to the Development of Language Education

By offering a fresh viewpoint on how technology affects students' speaking abilities, this study has the potential to make a significant addition to the field of language instruction. The findings of the research can be applied to create more creative and student-centered learning programs. With these advantages highlighted, this is expected that this study will positively impact language instruction and assist students in learning to speak by using the Tandem program.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

In order to gain previously existing knowledge regarding theories connected to the title used to find a scientific theoretical basis, the researcher gathered information from earlier studies to use as comparative material when writing this study.

1. The first study conducted by Lizeth (2023) with the title “Tandem App and Communicative Competence”.

The purpose of this study was to examine how the Tandem Application’s use affected the students’ communicative proficiency at the "Fray Bartolomé de las Casas" Educational Unit in Salasaca. Pre-experimental, quantitative research methods were employed in this investigation. The Speaking Section B1 Preliminary for School (PET) exam served as the research instrument, gathering data on communicative ability from 22 students through pre- and post-test administration. Over the course of the three-week programme, communicative skills were the primary focus of talks, discussions, and negotiation using the Tandem Application. By utilizing the "Language Party" feature of the app, students engaged in dialogues during the intervention by sharing voice recordings expressing opinions, giving advice, and acting out scenarios, involving making suggestions, exploring options, and reaching compromises. To confirm the theory, the collected data were analyzed with the help of IBS SPSS, Shapiro-Wilk statistics, and T-test statistical methods. The Cambridge criteria were utilized for collecting pre-test and post-test data on grammar, vocabulary, discourse management, and interactive communication.

2. The second study conducted by Tiara (2020) with the title “Students’ Perception on the Effectiveness of *Tandem* : Language Exchange Application to Develop Students’ Speaking Skill”.

One of the research questions was addressed by this study, which sought to understand how students felt about the efficiency of Tandem Application in helping them improve their speaking abilities. Following the students' use of the application to compare their responses, data was gathered through two rounds of interviews in weeks one and two. Four students from UIN Ar-Raniry's English Department are involved in this study. Students are encouraged to use Tandem as a medium for language acquisition and speaking skill development. The American native speakers who are the students' Tandem Application partners are learning Indonesian as one of their goal language. Together, the students and their collaborators will practice speaking the target language. A semi-structured interview was used for this study, where participants directly answered questions that were listed in a methodical manner.

3. The study conducted by Baron (2020) with the title "Students' Perception on Online Application in Speaking Skill".

One of the finest ways to address the necessity of learning English in the context of the COVID-19 epidemic is through online applications. As a result, this study offers the uniqueness not previously covered. Participants in this study, which employed a descriptive qualitative methodology, were postgraduate students enrolled in Universitas Indraprasta Jakarta's English Language Programmed. It was taken from the January through August 2020 school year of 2019–2020. Those postgraduate students who took the speaking course participated in this study. There are twenty people taking part. Purposive sampling was the method used to choose study participants as a sample. Finding a suitable online programmed to meet students' demands for learning English-speaking skills was the study's goal.

4. The next studies conducted by Biswas et al., (2020) with the title "Students Perception of Mobile Learning during Covid-19 in Bangladesh: University Student Perspective".

The purpose of this study is to gauge how Bangladeshi students, particularly those enrolled in universities, feel about using mobile

devices for learning during COVID-19. Mobile learning could fill in the educational vacuum for kids during the COVID-19 pandemic. As of June 2020, higher education is impacted globally because of the COVID-19 epidemic in 213 nations. While mobile learning is regarded as an efficient educational tool in many industrialised countries, its application is inadequate in Bangladesh. 416 students from various Bangladeshi universities participated in this study to determine how they felt about utilising mobile phones as a learning tool. The results of the research indicated that the majority of university students believed that mobile education was beneficial. This research proposes that mobile learning is a very efficient method to address learning deficiencies amid the COVID-19 outbreak. The study's findings will assist policymakers and educational institutions in implementing mobile learning technology universally, with social media playing a key role in improving the teaching and learning process.

From the previous research related to this research, the researcher concludes that the purpose of the previous research is whether the use of the mobile application is necessary in learning English, especially speaking skill and what is the effect of the application in learning speaking. These are the relevant research gaps that this study, which is an in-depth analysis of obstacles, could solve based on previous studies. Previous studies have briefly mentioned obstacles faced by students in using language learning applications, but there's room for a more detailed exploration. This research will delve deeper into the specific perception of students about the app that encounter when using Tandem application, such as motivation, impacts on language skills, or technical difficulties.

The similarity between research conducted by Lizeth (2023) and this research is seen from the research method which uses quantitative research method. The difference are in terms of location, which has different characteristics from previous research locations, and in terms of subjects, where previous research used a population from the 3rd year of high school,

while this research will use a population from the 2nd year of high school with a different sampling method.

The similarity between research conducted by Tiara (2020) and this research is in terms of variables that discuss the effectiveness of using the Tandem Application for speaking skill. The distinction is that this study will employ a quantitative approach, whereas the prior study employed a qualitative one.

The similarity between research conducted by Baron (2020) and this research is in terms of research subjects in sampling techniques. The difference is the previous research used qualitative research method, while this research will use quantitative method.

The similarity between research conducted by Biswas et al., (2020) and this research is using a mobile application in learning speaking skill. The difference are in terms of location, which has different characteristics from previous research locations, in terms of subjects, which is the level of education where the previous research examined students from University level, while this research will examine students from high school level, and from the research method which used quantitative descriptive with survey method, while this research will use quantitative experimental method.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

Speaking skills are defined as those that facilitate effective communication. They enable us to speak in ways that other person may comprehend. Brown in Tiara (2020) claimed that while speaking is a useful skill that can be directly and objectively noticed, the validity and reliability of communication tests are fundamentally threatened by the precision and efficacy of the examinee's listening skills.

Speaking is a social interaction process and a daily activity that we all engage in to communicate within society. One of the most crucial

aspects of language learning is speaking. In addition, everyone in the world is capable of communicating; when they hear someone else speak, they listen carefully and instinctively join in. Additionally, speaking is a habit that people have in order to communicate with others on a regular basis.

Thus, speaking can be defined as a person's capacity to communicate their ideas, feelings, and emotions through oral communication, which typically involves the speaker. Speaking is used for interaction, commerce, performances, persuasion, and the exchange of ideas, knowledge, and information with others in addition to conversations.

b. The Importance of Speaking Skill

One of the most crucial abilities we acquire is speaking since it enables us to interact with people and transmit our emotions. According to Rao (2019), people need to develop their communication skills in order to fulfill their desires, ambitions, and objectives. Success in one's chosen career requires the ability to communicate effectively, which is crucial in today's culture. Speaking is therefore the most important of the four language skills for efficient communication in the global society of today.

Speaking skills are defined as those that facilitate effective communication. They allow us to communicate verbally in a way that the other person can understand. Speaking is an interactive process where the listener hears what is being said and reacts if necessary.

Speaking skills fall into two categories: formal and informal. We use both in a variety of circumstances throughout our lives. Being able to communicate informally is essential for establishing emotional ties with friends and family. However, formal speech is necessary in meetings, at work, and while interacting with strangers. Because it promotes polite communication and helps us make a good impression on others, formal language is essential.

In a tandem language exchange, participants can hone their speaking abilities in particular. They don't even need to meet face-to-face—they

can study via text, voice messaging, video, and audio calls. Since they are both exchanging and learning the language together, it can help pupils learn more easily and less anxiously because they don't have to meet the speaker in person.

c. English Speaking Problems

When learning a second or foreign language, learners may encounter a variety of challenges, particularly when it comes to speaking. The challenges could include hesitation, an insufficient amount of the vocabulary, poor grammar, mispronunciation, fear of making a mistake, unfamiliarity with the intercultural communication system, and a host of other issues (Chand 2021). The difficulties faced by individuals learning to speak English as a second language are multifaceted and can be attributed to personal, social, environmental, and linguistic factors. Some common challenges include the perception of English as a difficult subject, lack of desire, vocabulary proficiency, restricted exposure to the target language, reliance on the English teacher's function, and an unfavorable atmosphere for language practice.

Tang (1997: 121) in Riadil (2020a) stated that there are a few issues with speaking activities, including: reluctance to talk, lack of words, unequal or poor participation, and the usage of one's native tongue.

1) Inhibition

Speaking with an audience requires a certain amount of real-time, in contrast to reading, writing, and listening. A common reason why students are deterred from trying to communicate in a foreign language in class is they are nervous about making a mistake, fear judgement, or are uncomfortable speaking in a foreign language.

2) Nothing to Say

Pupils often complain about how they cannot express themselves. Furthermore, they do not want for expressing themselves. Overcoming this challenge involves expanding vocabulary, exploring diverse subjects, and practicing speaking to build confidence in English communication skills.

3) Low or Uneven Participation

In order to be heard, one student will always speak more than the others in a group, giving the rest little to no opportunity to speak. This situation causes an inclination to control the other.

4) Mother-Tongue Usage

In educational institutions like schools and universities, most students are from the same area and speak part of their native dialect. Since it flows more freely and is easier to use than the foreign language, it encourages them to communicate with one another using it.

2. Tandem

a. The Impact of ICT in ELT

The significant influence of information and communication technology (ICT) on English language teaching (ELT) in the changing educational context has become increasingly evident, reshaping pedagogical practices and fostering positive outcomes for both educators and learners. Dudeney & Hockly (2012) stated that over the course of the last three decades, there have been noteworthy advancements in information and communication technologies (ICT) that have significantly influenced the field of English Language Teaching (ELT). Of special significance is the discernible impact on classroom methodologies and the evolving landscape of educational materials utilized for both teaching and learning purposes. These technological developments have ushered in a transformative era in ELT, shaping instructional practices and reshaping the nature of educational resources accessible to educators and learners alike.

According to Hidayah & Prihantoro (2022), found in their study that English lecturers employed Information and Communication Technology (ICT) for a multitude of pedagogical objectives. These encompassed tasks such as creating instructional materials, exploring additional resources for lesson planning, developing material presentations, and assessing students while also providing constructive feedback on their

learning progress. In the wake of these practices, it became evident that all lecturers held a unanimous perception that the integration of ICT yielded positive, advantageous, and contributory outcomes for students' academic advancement.

b. Tandem : Language Exchange Application

Figure 2.1: Tandem Application Logo



Tandem is an iOS and Android software that pairs language learners with the native speakers for language exchange. Tandem allow users to look for international learning partners based on the language they wish to learn or teach. To encourage communication between users, the app provides a number of services, like text messaging, audio calling, and video chat.

Tandem's intuitiveness and user-friendliness make it ideal for language learners of all skill levels, which is one of its key benefits. Thousands of native speakers from diverse cultural backgrounds are accessible through the app, which helps users improve their language abilities while gaining a deeper understanding of local customs and culture. Tandem also gives users the chance to learn from one another and make new friends all over the world, all of which enhance the overall user experience.

Tandem offers a practical and enjoyable way to learn languages through the use of contemporary technologies. Users may easily fix

errors and receive instant feedback from their learning partners with features like live text and voice correction. Tandem is a helpful tool for language acquisition that also enables users to partake in rich and fulfilling cultural experiences.

c. How to Use Tandem : Language Exchange Application

Tandem language exchange apps are where users can find conversational exchange partners designed to help users learn a language by interacting with native speakers of the language the user wants to learn.

Here's how to use the Tandem app:

- 1) Download the Tandem app from Google Play Store or App Store. Once installed, create a new account with an email address or social media account.
- 2) Select the language that user's wants to learn: While creating the profile, select the language the user's wants to learn. This app will match users with native speakers of the language.
- 3) Find a Tandem partner: Browse the list of user's who speak the user's desired language and find a suitable Tandem partner. User's can view their profile and reviews before deciding to initiate language exchange.
- 4) Start talking: After finding a suitable Tandem partner, send a message to start the conversation and introduce yourself to the partners. Users strive to communicate regularly to improve language skills.
- 5) Voice or Video Calling: Tandem Application allows user's to make voice or video calls with Tandem partners. This will help improve speaking and listening skills in the target language.

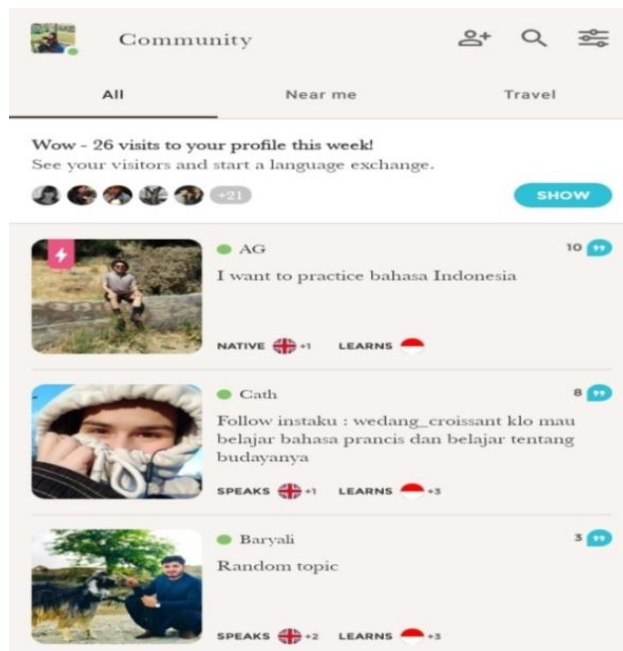
Overall, Tandem is a social media-like app that makes it easy to find language exchange partners and practice the user's target language. However, it's important to note that the experience on Tandem may vary depending on the user's target language.

d. The Features of The Tandem : Language Exchange Application

Tandem is a language-exchange app that links native speakers with people who are learning languages. Here are some of the features of the Tandem language exchange app:

1) Community

Figure 2.2: A Screenshot of Community Feature



The Tandem language exchange app's “Community” features are designed to help users connect with other language learners and native speakers, in order for them to practise the languages they choose with the assistance of native speakers who are also language learners; as a result, they can both assist and be assisted. Users should visit the "Community" area to locate a language exchange partner. Based on the language the user wishes to master, Tandem recommends matches for them with other language learners in that section.

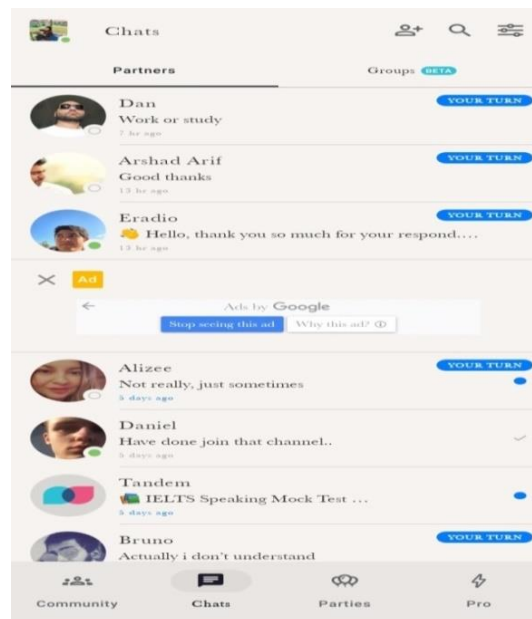
A search bar is also available to assist users in finding a partner with whom they click well. By default, the search is restricted to members of the community who share the same interests. After reviewing each person's profile, users can choose who to talk to.

Since users can make evaluations and comments on other people's profiles, perusing these remarks can assist each person visiting a profile in determining whether or not they wish to get in touch with the profile owner. Users are able to send communications via text, audio, and video. It should be noted that users must first exchange text messages with others before sending them audio or video communications.

Users can follow others and see who else is following them using the tandem social networking feature. To exclude people who haven't joined the group with the intention of learning the language, there is also a "Block" option. Overall, the community features of the Tandem language exchange app are designed to help users connect with other language learners and native speakers, and to create a safe and enjoyable language exchange environment.

2) Chats

Figure 2.3: A Screenshot of Chats Feature



Users can access a list of other persons they have engaged with in the "Chats" feature. Through language exchange, users can examine new vocabulary and grammatical norms by clicking on each person's name, which opens up a conversation. The Tandem language exchange app's

"Chats" function helps users practise their target language and connect with language exchange partners.

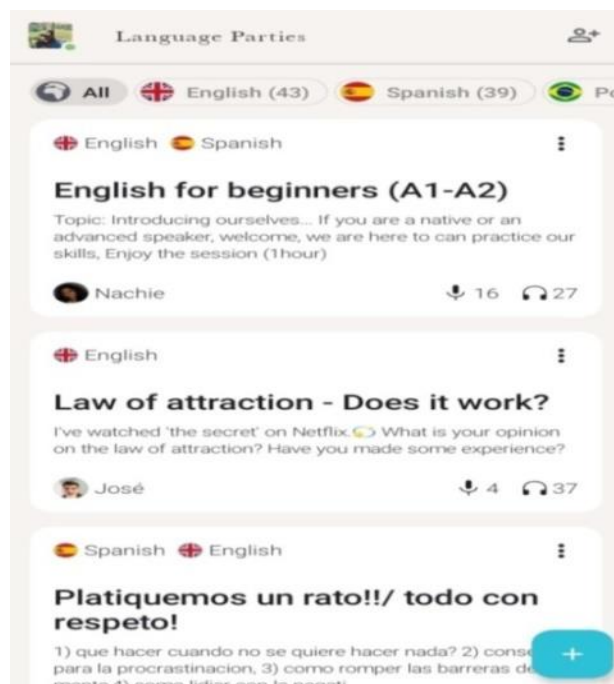
Here are some of the things users can do in the Tandem "Chats" feature:

- a) Voice Note, Audio, Video Call, or Text: Tandem gives users the option to communicate via voice note, audio, video call, or text.
- b) Tandem provides in-app correction and translation tools to ensure that the discussion continues smoothly.
- c) Language Correction: This feature allows Tandem partners to notify each other of language errors. This helps user's learn from their mistakes and quickly improve the language skills.
- d) Report Inappropriate Behaviour: If a user encounters inappropriate behavior during a chat, the user can report it to Tandem.

Overall, the "Chats" feature of the Tandem language exchange app are designed to help user's practice their target language with native speakers and create a safe and enjoyable environment for language exchange.

3) Parties

Figure 2.4: A Screenshot of Parties Feature



The “Parties” feature of the Tandem language exchange app is a virtual event where users can join group conversations with other language learners and native speakers. In the “Parties” section, the users can find various rooms to learn to improve their speaking skills in the language they want to learn. In that virtual room, they can be the listeners or the speakers. If the users become the listeners then they can only listen to the speakers speaking.

To be able to become one of the speakers, the users must accept an invitation from the owner of the room or submit themselves by clicking “rise hand” button. When becoming a speaker, the users will try to be actively involved in a topic of discussion. The users can also create their own party room, by pressing “add” button and filling in the ‘title’ and “description” and selecting at least one type of language to be used.

Here are some of the things user’s can do in the Tandem “Parties” feature:

- a) **Join Group Conversations:** Tandem Parties are virtual events where user’s can join group conversations with other language learners and native speakers.
- b) **Global Community:** Tandem has a wide community with thousands of user’s from various countries. User’s can participate in language forums, groups and events to get more involved in language learning.
- c) **Practice Speaking Skills:** Tandem Parties are a great way to practice speaking skills and gain confidence in a group setting.
- d) **Meet New People:** Tandem Parties are a fun way to meet new people from around the world who share the same language interests and goals.
- e) **Report Inappropriate Behavior:** If a user encounters inappropriate behaviour during a Tandem Party, the user can report it to Tandem.

Overall, the party features of the Tandem language exchange app are a fun and engaging way to practice a user's target language with other language learners and native speakers from around the world.

3. The Obstacles in Learning English Using Technologies

Navigating the realm of English language education through technological means presents a myriad of challenges, encapsulating diverse impediments collectively recognized as "The Obstacles in Learning English Using Technologies". Sher Ryn & SC (2020) stated that Primary obstacles encountered by English educators in the integration of Information and Communication Technology (ICT) revolve around insufficient ICT literacy and constrained time allocations for the teaching and learning processes. Furthermore, the comprehensive ICT literacy of educators, particularly concerning internet utilization, remains constrained, underscoring the imperative need for enhancement to install greater confidence in the seamless implementation of ICT within their classrooms.

According to Rintaningrum (2023) there are several impediments to the integration of technology in education include:

- a. Type of technology used: The choice of technology tools and platforms can pose a challenge, as different technologies may have varying levels of effectiveness in different educational settings.
- b. Rapid changes in technology development: The fast-paced evolution of technology requires educators to adapt continuously, posing a challenge in keeping up with the latest advancements and integrating them effectively into teaching.
- c. Number of classes taught: Educators managing multiple classes may find it challenging to implement technology uniformly across all courses, leading to discrepancies in its integration.
- d. Class size: Larger class sizes can present obstacles in providing personalized attention and feedback when incorporating technology into the learning process.

- e. Cost: Financial constraints can limit the availability of cutting-edge technologies, hindering their seamless integration into the educational environment.
- f. Time: Time constraints, both in terms of preparation and instruction, can impede the thorough integration of technology into lesson plans and classroom activities.
- g. Age: The age factor may influence the comfort level and familiarity of educators with technology, impacting their willingness and ability to incorporate it into their teaching methods.

4. Students' Perception

Observing, thinking, or understanding something is the process of perception. To put it another way, perception is an assessment of awareness and comprehension. This is aligned with the conclusion by Schacter in Tiara, (2020) claimed that perception is the arrangement, recognition, and interpretation of sensory data in order to represent and understand the information that is provided or the surroundings.. Though it happens outside of consciousness, perception appears to be missing despite being dependent on the intricate neurological system's operation.

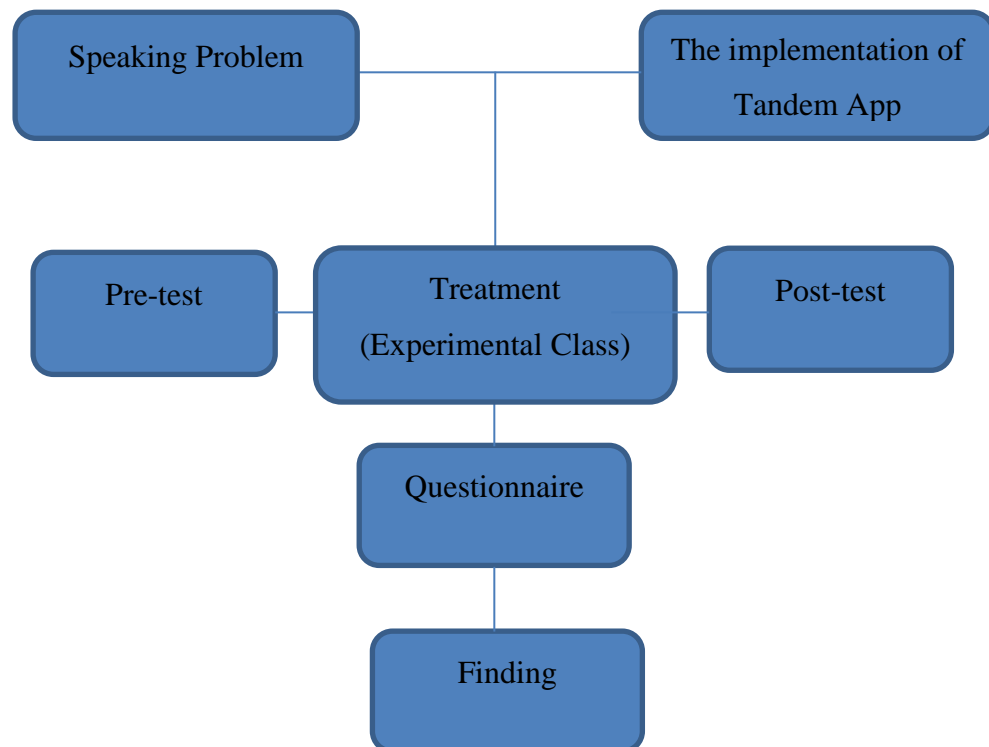
Human perception is the way they react to what they see, hear, and sense around them. The definition of a student's perception is how they interpret or comprehend the process of learning. Thus, it may be said that participants' reactions or points of view regarding how successful Tandem application is for their speaking abilities represent students' perceptions.

Thus, the main focus of this research is to delve further into how students view the Tandem application as a means of practicing spoken English, exploring whether they find support, encouragement, or encounter barriers, and examining the impact of these views on their motivation and academic achievements. By gaining a more profound comprehension of how students view the Tandem application, this study aims to offer important insights to educators, developers, and

policymakers on enhancing the efficacy of using Tandem for English learning. The study's findings are anticipated to offer guidance for enhancing English learning techniques and offering suggestions to enhance English speaking proficiency and assist students in enhancing their English abilities. Therefore, it is expected that this quantitative study will aid in advancing language education and promoting the effective integration of technology in the language learning journey.

C. Conceptual Framework

This study's primary goal is to determine whether or not using the Tandem Application helps students become more proficient speakers. The following is an explanation of the conceptual framework used in this study:



D. Hypothesis

1. Null hypothesis (H_0): The use of Tandem Application does not affect the students' speaking skills.
1. Alternative hypothesis (H_1): The use of Tandem Application can affect the students' speaking skills.

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